

New Secondary Curriculum Local Authority Newsletter

Edition 9 – March 2009

Introduction to March Newsletter

The New Secondary Curriculum project, involving DCSF, QCA, SSAT, NCSL, National Strategies, CfBT, the Subject Associations and ASPECT, is now coming to the end of its second year. We are pleased to say that this project, currently in Phase Two, is being extended for another year until March 2010. Discussions about Phase 3 are underway and we will be informing you of developments in the next edition of the E-Newsletter in April. We hope that information about the Third Phase will help Local Authorities, who have a key role in encouraging and supporting schools, plan for how they intend to use the continuing support that will be available over the next year.

As you are aware Aspect Regional Advisers are currently working with you on an Interim Evaluation. All ASPECT Local Authority named links have been emailed a short questionnaire and a random selection of local authorities are taking part in more in-depth discussions. We would like to thank all Local Authorities who have already returned the questionnaire and all those who are giving us more detailed feedback. The outcomes of this interim evaluation will be very helpful in informing the planning for the next phase.

You will know that a key theme in Phase 2 of the New Secondary Project is “**Increased coherence from the learner perspective 11-19**”. Our discussion with you suggests this is becoming a critical area of thinking in Local Authorities and schools. One of this month’s Case Studies has the theme of coherence and focuses on issues around planning a closure day conference for a number of schools on “Effective Cross Curricular Planning”.

We all wish you a very pleasant Easter Break.

Judith Hibbert

ASPECT National Adviser New Secondary Curriculum

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What are the partners doing?

Aspect / CfBT

What's happening in the regions?

Aspect is continuing to work with Local Authorities in all the government regions and brief summaries of what is happening across the country can be found below.

North East

A large proportion of schools in the NE region have already taken advantage of the support provided by Regional Subject Advisers. There have been local authority events in Middlesbrough and Redcar and Cleveland that have attracted large numbers of teachers from a range of subject backgrounds. Both these events were facilitated by Local Authorities working with Aspect and/or Regional Subject Advisers. There are plans for two more regional events this term which have been facilitated by South Tyneside Local Authority working with Aspect and the subject associations. A regional meeting for Local Authority advisers and inspectors has also been planned for the end of March

North West

In the NW a regional event is being organized for the 6th May at Aintree Racecourse. The theme of the event is the emerging impact of the New Secondary Curriculum with workshops run by Salford, Stockport, Blackpool, Sefton and Oldham. QCA will be doing the overview and there will be conversations through the day with Local Authorities. There has been a good response from Local Authorities who are asked to bring 2 delegates from schools.

West Midlands

In the West Midlands two local authorities have accessed the packages produced by Aspect one of which is on 'coherence' and two local authorities are looking, with Aspect, at evaluating the impact of the New Secondary Curriculum in schools. Two subject network meetings have been organised by the Aspect Adviser.

East Midlands

Local Authorities across the East Midlands have a wide range of approaches to supporting schools in the introduction of the New Secondary Curriculum alongside the range of other initiatives. Activities and events in some Local Authorities have brought together secondary teams and wider colleagues in considering how initiatives such as BSF, National Challenge and work on the CYPP can be co-ordinated. In other Local Authorities the notion of coherence through the PLTS, PSHE and SEAL has been supported. One important networking activity has been the sharing of key materials and ideas from the wealth available.

Yorkshire and Humberside

In Yorkshire and Humberside over 90% of schools have taken up the support for developing subjects within the New Secondary Curriculum. Some Local Authorities have organised events for schools focused on the New Secondary Curriculum and Aspect has contributed to a number of these.

London

Two cross curricular days for schools have been organised during March which brought Subject Associations together with schools from a number of Local Authorities. These have been very successful and could be a model for other parts of the country. Aspect is also working with Local Authorities to encourage those schools that have not accessed their entitlement of subject support to do so. There has also been a successful regional event for a number of Local Authorities and there will be another, focused on 'Disciplined Innovation' in the summer.

East

There has been a noticeable increase in activity by Local Authorities and Subject Associations to work together to reach more schools with a wider range of subjects. All the authorities have structured programmes in place to support the development of the New Secondary Curriculum, and three Local Authorities are working with Aspect on development programmes for their subject support staff, planned for the summer of 2009

South East

In the South East the Aspect Regional Adviser has focused on supporting liaison between Local Authorities and Subject Associations to help ensure that schools access their entitlement. One regional event has been planned and others could be planned if Local Authorities see this as useful.

South West

Levels of engagement with South West schools are among the highest, and subject associations have been active in the Local Authorities. Aspect has facilitated several subject network meetings, and some Local Authorities have engaged with Aspect in reviewing and developing their subject support programmes. Local Authorities are encouraging those schools that have limited support for subjects to engage more actively.

Aspect can help organise and facilitate events focused on the New Secondary Curriculum. We also have a number of packages which use materials from QCA that Local Authorities can use with schools or Local Authority teams. These cover:

- Curriculum coherence
- Increasing learners' commitment to learning
- Disciplined Innovation
- Auditing progress
- Supporting the role of governors in relation to the New Secondary Curriculum

For information about these materials please contact Judith Hibbert – judith.hibbert@ntlworld.com

If you would like Aspect's support in organising an event focused on the New Secondary Curriculum, then please contact your Regional Aspect Adviser.

Aspect Regional Advisers

REGION NAME	Associate	Email
South East & South West	Martin Baxter	martin.baxter@sageinterim.co.uk
North West	Maxine Froggatt	maxinefroggatt@yahoo.co.uk
Yorks & Humberside	Judith Hibbert	judith.hibbert@ntlworld.com
West Midlands	Pat Lockett	pat@lockett74.freeserve.co.uk
Eastern	Bill Miller	bill@csnconsultancy.co.uk
East Midlands	John Pearce	johnpearce@ntlworld.com
London	Vicki Pite	victoria@pites.globalnet.co.uk
North East	John Smith	etc@smoaklands.com

QCA

Hot off the press ... or just about

Healthy lifestyles, sustainable development, re-engaging learners and mathematics are just some of the topics covered in a raft of new publications being published by the Qualifications and Curriculum Authority in March and early April.

Two new planning guides, *Cross Curriculum Dimension* and *Sustainable Development in Action*, were launched at the Dimensions National Conference in London on 12 March. *Cross Curriculum Dimensions* gives guidance to schools on how they can incorporate the seven dimensions - identity and cultural diversity, healthy lifestyles, community participation, enterprise, global dimension and sustainable development, technology and the media and creativity and critical thinking - into their curriculum. *Sustainable development in action* offers guidance to schools on how they can build sustainable development into their curriculum. Case studies show how different schools are doing this and highlight the extraordinary potential of learners to contribute to a sustainable future.

Another new publication released in March, *Bringing greater coherence*, helps secondary schools and colleges take a fresh look at their curriculum, making the most of when, where, with whom and how learning takes place.

Re-engaging key stage 4 learners is an updated version of a 2007 publication and gives guidance on how to re-engage young people in learning. It highlights good practice that has been taking place across the country through the use of case studies and is relevant to everyone working with young people at Key Stage 4 in mainstream or special schools, academies, pupil referral units, colleges, training providers and employers offering working experience. This publication will be distributed by QCA at the end of the month/early April.

QCA has also developed video case studies and guidance materials on how to make mathematics engaging to all learners. The new programmes of study for mathematics define a statutory entitlement for learners, and the renewed emphasis on mathematical thinking and problem solving is not an option. Schools need to adapt their schemes of work to ensure all learners have a rich experience of mathematics.

Engaging mathematics for all learners and its related case studies illustrate how schools are making mathematics more engaging to their learners and are an inspiration to others. Many of the activities schools are using are based on what is traditionally thought of as 'enrichment and enhancement' activities. These materials will be available in April.

All publications will be available from QCA's orderline – www.qca.org.uk/orderline.

Subject Associations



The Design and Technology Association

Website: www.data.org.uk

e-mail : lee.edwards@data.org

Design and Technology Conference

D&T - A Platform for Success: The Design and Technology Association
Education and International Research Conference 2009, Loughborough University, on
Tuesday 30 June-Thursday 2 July 2009

The Conference will feature seminars on research, primary, product design, electronics, CAD/CAM, food technology, textiles, subject leadership, SEN, Key Stage 3 and exams update.

Keynote speakers include:

Professor Stephanie Atkinson, University of Sunderland

David Prest OBE, Manager, The Design and Making Centre and County Adviser for D&T, Cornwall

James Averdieck, Founder and MD of GU Chocolate Puds

Jonathan Akwue, Managing Consultant, Digital Public.

Delegate rates from:

£140 members, £190 non-members.

Early bird booking discounts available until Friday 3 April.

Visit www.data.org.uk for details and online booking or call 01789 470007.



Geographical Association

Website : www.geography.org.uk e-mail : info@geography.org.uk

Ruth Totterdell (ruth@totterdell.co.uk)

David Rayner (david.rayner@blueyonder.co.uk)

Learning outside the classroom is a key process in the Geography programmes of study and the Geographical Association is promoting this through network sessions and online.

Fieldwork and **out of classroom** working designed to engage pupils and stimulate their geographical imaginations, is crucial and Geography is the only subject where this is a **statutory** requirement in the new programmes of study.

Ofsted in their report of January 2008 said "Well planned fieldwork in geography **adds clear value** to learning in the subject as well as providing a positive contribution to the wider curriculum."

DCSF is promoting out of class learning. The Learning Outside the Classroom Manifesto was launched in November 2006 to promote the benefits of learning beyond the classroom.

"Learning outside the classroom is about raising achievement through an organised, powerful approach to learning in which direct experience is of prime importance. This is not only about what we learn but importantly how and where we learn."

Check out the website <http://www.lotc.org.uk> for guidance, case studies and resources

Fieldwork ideas

There are lots of ideas and resources for fieldwork and advice on setting up fieldwork on the Action Plan for Geography web site <http://www.geographyteachingtoday.org.uk/fieldwork>

There is a section on key locations with information and help on planning fieldwork at the 2012 Olympic sites in East London, the Jurassic Coast of Dorset and East Devon and The Lake District.

During the summer term and hopefully fine weather get your classes out into the school grounds and local area. Here are some ideas;

- **Emotional mapping** - Use map work to develop and explore students' personal perceptions of the school grounds by annotating maps of the grounds with pleasant and unpleasant areas. Highlight favourite areas, areas associated with different feelings or activities. The students could identify where individuals feel safe in the grounds or how accessible are areas in the school grounds for different groups of people, for example visually impaired, wheel chair users. Follow on work could include answering questions such as; What can be done to alter intimidating areas? They can also conduct a questionnaire survey amongst other pupils and staff to gauge individuals' perceptions of the grounds and how they might be improved.
- **Photo orienteering** - Match photos to locations in the grounds: which are easy to find, which not so easy? What does this tell you about the importance attached to particular places? Have the places changed since the photo was taken?

- **Design a school brochure for Year 6s** - Using a map of the school grounds and a digital camera walk round the grounds and take photos that could be included in the brochure. They could design a walk for the new Y6s on their induction day.

Also perhaps take some photos that would not be included and suggest how these areas need improving.

- **Microclimate investigation...with a difference** - Microclimate studies provide an excellent insight into the influence of factors such as shelter, aspect and ground cover on our local climate. Adding a particular focus to the study and enabling students to make decisions as a result of their findings can make the investigation more engaging and relevant. Choose the best site for a picnic bench or a wind turbine or a solar panel or imagine you are homeless. Identify where you would sleep tonight and why.

Try to get the students to use all their senses to appreciate the environment. Here are two ideas:

- **Looking for clues** - You have just arrived here from Outer Space and you have no idea where you are. What visual, non-verbal clues would tell you: Which country you were in? Which town you were in?
- **Listening task** - Close your eyes and listen to the noises in this environment. Which is the most dominant, the one you hear before all others? Which are the next two or three noises? What does this tell you about this environment? You might want to record the noises using a mobile phone if yours can do this. Which direction do the noises come from? Why? Try to draw a sound map of the environment. Stand still, close your eyes and listen. From a central point on a piece of paper draw a line in the direction of each sound, the thicker the line the louder the sound. Add a key to differentiate between sounds. Which sounds come from where?

If Geographers in your Local Authority would like help in planning an exciting and relevant new Key Stage 3 curriculum which encourages Learning outside the classroom please get in touch with us.

There are 20 Regional Subject Advisers [RSAs] available to work with networks of schools in each of the nine government regions. They can offer a range of sessions from full day to twilight plus support via email. RSAs are currently involved in developing sessions on using GIS in lessons and increasing the use of Learning outside the classroom, however the focus for these sessions is completely negotiable, and therefore dependent on your needs.

David Rayner (david.rayner@blueyonder.co.uk)

National Subject Lead for Geography working on behalf of The Geographical Association



The Historical Association

Website : www.history.org.uk **e-mail :** alf.wilkinson@history.org.uk

The Historical Association is keeping our History Regional Support Advisers in place until the end of July 2009, to continue to support networks and local groups of teachers in implementing the new Key Stage 3. Why not take the opportunity to have your regional adviser come along and support your history network meeting?

We are collaborating with various other subjects, for example in Somerset, on March 18th and in London, on March 27th, to explore cross-curricular opportunities offered by the New Secondary Curriculum. You can find a case study of a recent very successful Local Authority Humanities closure day in Redcar and Cleveland on page 18.

We continue to be happy to respond to invitations from Local Authorities to support them in any way they choose. Please get in touch to discuss how we might work with you to support history teachers in your Local Authority.

Don't forget there is a huge range of materials to help you help teachers plan and implement the New Secondary Curriculum on the Historical Association website:
www.history.org.uk/resources/secondary_guide_1215_54.html

To contact your RSAs you can contact me by phone

[t] 01529 460553, or email, alf.wilkinson@history.org.uk or email them directly.

Individual RSAs can be contacted by email simply by using their region:

eg RSA for the South East Region is southeast@history.org.uk

RSA for the North West Region is northwest@history.org.uk



Association for Language Learning

Website : www.all-nsc.org.uk e-mail : kathywickstead@tiscali.co.uk

A Case Study: 'Trust and Belief'

School: St Peter's CE International Language College, Stoke-on-Trent

Regional Subject Adviser: Shirley Kliment-Temple

St Peter's School is combining languages with sport and healthy living in an initiative that focuses on children with learning difficulties. The pupils are following a 17 week karate project with basic instructional language delivered in Japanese, before going on a celebration visit to Spain in May 2009.

School Profile

Total number of learners	794
Age range	11-16
Specialist status	Language & training school
Level 5 and above in key stage 3 tests (2007)	English 67.1% Maths 74.7% Science 77.2%
Five A*-C at GCSE (2007)	70.7%
Special educational needs	154 pupils 19.4%
Free school meals	84 pupils 10.6%

Background

According to official figures, Stoke-on-Trent has a higher than average obesity problem. The number of people claiming incapacity benefit is also above the national average, and life expectancy lower than the national average. A key ingredient in the regeneration of Stoke-on-Trent is targeting activities at health promotion and disease prevention.

The initiative is part of a school-wide *Healthy Body Healthy Minds* initiative. Key Stage 3 French and Spanish classes have been adapted to include elements from Science and Design & Technology lessons focusing on healthy living. Most of the languages visits this year also have a strong element of healthy lifestyles and physical activities in their itinerary, and the languages department is leading the whole school Key Stage 3 cross curricular day on Healthy Bodies Healthy Minds.

The starting point

As a starting point, all pupils in Key Stage 3 learnt vocabulary and expressions relating to healthy lifestyles in their French, Spanish and German lessons. Then 15 students with a range of learning difficulties and low self-esteem - which would normally mean that their access to languages is very limited, and somewhat negative - were selected to engage in a 17 week karate project.

The purpose of the 'Trust and Belief' project is to raise pupils' self esteem within a small mixed sex and age grouping and to encourage them to believe that they are successful at learning languages. Karate is taught in Japanese around the world, so the pupils are exposed to Japanese karate terms. Japanese culture and etiquette is also shared throughout the 17 week course.



“Learning something new alongside a group of children with learning difficulties has been inspiring and has made me review my teaching. The children have taken comfort in seeing me find learning Japanese and karate a big challenge”.

Shirley-Kliment-Temple

Three members of St Peter's teaching staff are participating in the karate classes after school with the students, including Shirley Kliment-Temple, the Language College Community Coordinator,

Celebration visit to Spain, May 2009

The visit to Spain, following on from the karate course, has six key objectives:

- 1. KARATE/EXERCISE:** The group will visit the Albergue Paradiso, an outdoor activity centre for families in Suances, Cantabria, to meet with a similar group of Spanish children, with opportunities to train together in karate and other sports. A small competition will be arranged. All pupils will receive a certificate of course completion and some will work towards achieving a karate grading.
- 2. LINGUISTIC OPPORTUNITIES:** In addition to learning Japanese through their karate course, the pupils will learn some basic Spanish to enable them to communicate during their time in Spain. Only the pupils in Year 9 have had regular Spanish lessons to date. These pupils will act as mentors for the younger pupils. The rest of the pupils will have a 5 week basic Spanish course prior to the visit. The parents of these children will be invited to learn Spanish too. Pupils with learning difficulties are often extracted from mainstream language lessons to dedicate more time to Maths and English, so it will be a good way to monitor their linguistic development and social skills.

3. SPANISH TEENAGE LIFESTYLE: The pupils will spend a day and a half at St Peter's Spanish partner school, IES Juan Jose Gomez Quintana, working on a healthy living project with Spanish pupils, looking at Spanish food and lifestyle and experiencing a little of life in the Spanish education system. The pupils will be prepared to interview the Spanish pupils, teachers and parents.

4. SPANISH CULTURE: The pupils will get a taste of the Spanish lifestyle, for example by shopping for their own picnic in the Spanish Market in Santander. The group will also invite some Spanish pupils and parents to join them for an evening meal at the centre.

5. MEDIA EXPERIENCE: The St Peter's pupils will be involved in producing a documentary of their project, making decisions about the filming and editing. Other pupils not directly involved in the project will be invited to learn about film making and help to produce the film. Others will be involved in writing articles for the school newsletter and other publicity opportunities.

6. CONFIDENCE BUILDING: All of the pupils selected to take part in this project have problems with low self-esteem in their normal academic setting. Pupils will be encouraged to express their feelings throughout the project, which will be recorded. The pupils will be monitored after the project to help to assess their progress.

Starting to see the benefits

Shirley is already starting to see the benefits of the project. Working with language through different subjects that have focused on healthy lifestyles has captured the pupils' imagination and attention. Talking about international diet and comparing different cultures, different sports and past times has consolidated their ability to look at things in a new ways both in English and other languages. It has also helped to develop their understanding of another people's culture.

Parents, pupils and staff will be interviewed after the visit to Spain, and the whole project will be filmed and edited by the pupils to capture its impact in more detail. We hope to demonstrate that more active bodies contribute to more active and positive minds – and healthier bodies. We have already noticed huge improvements in the confidence of these 15 children, which has been captured on film.

“Two early indications of success are: the level of concentration the pupils are able to maintain over a two hour period and the engagement with others in the group. Previously many of these pupils have been quite solitary individuals. The smiles are an early sign that self-esteem will also blossom”. Gill Burgess, SENCO, St Peter's CE International Language College.

“All of the young people have demonstrated an increased level of interaction with other members of the group and appear to be gaining great benefit from the new experience of learning alongside staff members.” Mark Symonds, Karate instructor, Aquila Karate Management Ltd.

Plans for the future

- When the documentary has been produced we aim to show the results to a wider audience. After the school has seen the film, we will show it at Staffordshire University's Film Theatre and invite the whole community.
- We would like to introduce karate to the school and wider community, led by our 15 students. Karate can be taught mixed ability, mixed sex and mixed age, so it is a perfect sport for a whole community to engage in.

- We aim to host an annual cross-curricular Healthy Living investigation week for the whole school and the community – getting more adventurous every year. The involvement of SEN children in leading community projects appears to facilitate the inclusion and participation of children who are usually most reluctant to participate due to low self-esteem.
- The school intends to maintain the link with the school in Spain and it will also look for appropriate schools in France and Germany to do similar sporting exchanges, not necessarily in karate.
- Another idea is to create a trip for families to learn about the world together in a way that normal package holidays never facilitate.

For further information about the new secondary curriculum for languages, see www.all-nsc.org.uk

Website : www.pshe-association **e-mail :** Kathryn@pshe-association.org.uk

PSHE Association 2nd Annual National Conference

Date for your diary

The PSHE Association will be holding its 2nd Annual National Conference at the **British Library**, St Pancras, London on **Wednesday 10th June 2009**. Margaret Jones, HMI Ofsted, will be our Key Note speaker with many other contributors and workshop facilitators to be announced. We encourage colleagues to keep this date free, and further details regarding the programme will be available on our website in the near future www.pshe-association.org.uk

Personal Finance Education

My Money Week: Coming to your schools on 29th June 2009!

The first ever My Money Week (29th June – 5th July) is bringing schools and their local communities together to learn more about managing money in a practical and relevant way. The week will provide a nationwide focus on financial capability for young people in primary and secondary schools throughout England, offering schools a flexible framework of options and resources to inspire students and teachers to get to grips with the practicalities of personal finance education.

Schools in your Local Authority can pre - order a **FREE** My Money Week primary or secondary toolkit to start planning their My Money Week, from one lesson to a whole week of activities. The toolkit provides a starter to give schools ideas to plan fun and exciting lessons and activities as well as a short inspirational film to help inform and engage your colleagues and students and prepare them for the week – visit www.pfeg.org/MyMoney

Get Set for 2012

Securing a legacy for young people

The 2012 London Games will be a wonderful sporting and cultural festival - a spectacular series of events that will excite the country. Longer term, the Games should bring a range of social and economic benefits to both London and the nation.

The DCSF, jointly with the Department for Innovation, Universities and Skills (DIUS), are the Government Departments responsible for ensuring that the educational benefits of the Games are maximised nationally and provide a lasting legacy, particularly to the children and young people of the 2012 Olympic generation.

Children and young people are at the heart of this plan and we want schools, colleges and all young people, including those outside formal learning, to be inspired to take part in activities linked to the 2012 Games.

The education legacy of the London 2012 Games will be a generation inspired by and embracing the Olympic and Paralympic Values - friendship, respect, excellence, determination, inspiration courage and equality - to make a positive contribution; to be more outward-looking within their communities, nationally and internationally; and to adopt healthy and active lifestyles by participation in sport or other activities.

The DCSF have produced two very useful leaflets for primary and secondary schools to kick-start their involvement in preparing for the 2012 Games. Visit- <http://www.dcsf.gov.uk/L2012/>

Case Studies

Developing PSHEe in the 11-14 curriculum: a case study for Local Authorities and Subject Associations

Poole, Bournemouth, Dorset and Wiltshire Local Authorities

PSHEe brings considerable challenges to secondary teachers in the light of the revised curriculum. However some local authorities in the south west have successfully collaborated and worked with specialist advisers to develop materials for teachers.

It all started in early 2008 when some primary schools in Poole, Bournemouth and Dorset collaborated to produce a comprehensive PSHE resource pack called 'Rainbow'. This brings together Social and Emotional Aspects of Learning (SEAL) materials with Personal Social and Health Education (PSHE) and offers a coherent curriculum for primary school teachers from Foundation to Year 6. It has been well received by both teachers and others connected with primary schools, and the early signs are that it has improved the quality of learning in PSHE. The project was completed in record time and has been provided to all schools in each Local Authority together with training.

As a result of the success of 'Rainbow', Middle School teachers made representations to the Local Authorities to develop materials for Years 7-9 and engaged the south west PSHEe team for support. In October 2008 Poole and Bournemouth held a joint briefing to outline requirements and introduce schools to PFEG representatives. Subsequently work has commenced on an 11-14 project with a working title of 'Prism' which brings together the strands of PSHEe and secondary SEAL into a comprehensive scheme of work, for one lesson a week for three year groups with accompanying resources. The resource will identify strategic links to other appropriate curriculum areas as well as to Every Child Matters (ECM), Healthy Schools, and Rights Respecting Schools (UNICEF).

The six modules will be thematic so as to follow the secondary curriculum model, e.g Risk, Healthy Lifestyles, Relationships etc and each year group will contain the same modules with progression through them. Each lesson will have differentiated activity ideas and every sixth lesson (ie the last lesson of the half-term module) will be an assessment opportunity accompanied by tracking and recording sheets. In addition there will be materials for whole school assemblies and 'thought for the week' which emphasise that PSHEe is more than the taught curriculum.

The result will be a do it yourself package for every secondary school in Bournemouth, Dorset, Wiltshire and Poole. There is sufficient flexibility to make it universally acceptable, with additional guidance for new or inexperienced teachers. The structure will help schools to comply with legal requirements and is in line with OfSTED and National Healthy Schools criteria. It is expected that the whole school approach and collation of so many materials in one folder will make this a lifeline to schools.

The south west PSHEe team members used their expertise and time to support the joint planning meetings and advise on the proposals to ensure that all aspects of PSHEe are included. Having completed this, it was possible to identify what had to be covered in each of the modules. The four local authority advisers then invited teachers from 13 schools to join the project as working partners to write the lesson plans for each module. The teachers have responded with great enthusiasm, excitement and determination.

The module writing will be completed by 27 February 2009. Trialling of the materials will take place in the Summer term with a launch to all schools early in the Autumn term. Whilst this is a very exacting and tight timescale, it will be achieved due to the support and dogged attitude of teachers whose mantra was that for their investment, they would receive much in return.

The PSHE Association is kept informed of the progression of this project through the Association Regional Subject Advisers. The expectation is that the outcome from this project will be of interest to all those involved in the national review of PSHEe and any subsequent resource material that might be developed.

However there are other messages from this project. The four Local Authorities adviser teams have worked closely together which has resulted in an efficient use of their time and expertise. Using specialist advisers from PFEG and the PSHE Association to support the project has ensured their allocated support days were used effectively. By Autumn 2009 through this initiative they will have reached teachers in every school in each of the local authorities and engaged many of them in writing materials and associated follow-up training.

This approach has potential for other subject areas and has shown itself to be an effective way to use specialists to ensure that the new PSHEe curriculum is firmly embedded in schemes of work, as a discrete unit, and across modules in a thematic way.

Information about access to the materials will be available from September 2009.

Improving Coherence : A Humanities Day

Redcar and Cleveland Local Authorities

Redcar and Cleveland secondary schools agreed a common closure day and organised a wide ranging programme of professional development opportunities. The local authority brokered the opportunity for a session entitled 'Planning for Effective Cross-curricular Learning: Geography, History and Religious Education in the New Secondary Curriculum'.

Regional Subject Advisers (RSAs) and National Subject Leaders (NSLs) the Historical Association, The Geographical Association and The National Association for Teachers of RE were involved in the planning and delivery of the day. 23 teachers from eleven local schools attended.

The programme for the day included the opportunity for subject specialists to work together with their respective NSLs and/or RSAs and sessions considering cross-curricular planning including examples of practice. Colleagues involved in the planning and delivery of the day were: Marianne Fleming, Dave Francis, John Smith, Ruth Totterdell, Alf Wilkinson, Maggie Wilson.

This was our first opportunity to work together as a team and we learnt that

- we needed more time for planning
- generally teachers welcomed the opportunity to work with colleagues by subject and school to discuss where they are at, and the opportunities for cross-curricular work
- subjects wish to retain subject rigour within cross-curricular framework and that there are good examples of cross-curricular work in place
- it would have been helpful to have more information about where each school is in its response to the new secondary curriculum for effective planning. For example, schools are offering a range of curricula at key stage 3 including 'Opening Minds' and integrated humanities over two and three years.

Contact John Smith at etc@smoaklands.com if would like further information about the day/programme.

Calendar of events

Design & Technology Association : A Platform for Success

Loughborough University on **Tuesday 30th June – Thursday 2nd July 2009**

PSHE Association

PSHE Association 2nd Annual National Conference in London (venue TBC) on **Wednesday 10th June 2009**.

Useful Publications & Websites

DCSF Local Authority support site

<http://www.dfes.gov.uk/localauthorities/index.cfm?action=content&contentID=3104&categoryID=75&subcategoryID=106>

DCSF update: <http://www.teachernet.gov.uk/doc/13427/090219CfBT.DOC>

QCA home: <http://www.qca.org.uk>

QCA curriculum design site NEW SECONDARY CURRICULUM WEBSITE :

<http://curriculum.qca.org.uk>

QCA Curriculum general: http://www.qca.org.uk/qca_104.aspx

National Strategies Renewed Frameworks:

<http://www.standards.dcsf.gov.uk/secondary/frameworks/>

NCSL home: <http://www.ncsl.org.uk/>

SSAT curriculum design: www.ssatrust.org.uk/curriculumdesign

CfBT New Secondary Curriculum: <http://www.cfbt.com/teach/newsecondarycurriculum.aspx>

New Diplomas: http://www.qca.org.uk/qca_13916.aspx

TEACHERNET home: <http://www.teachernet.gov.uk>